



Subject: Spelling

Year Group: 2

I should already be able to...

- Spell words containing each of the 40+ phonemes already taught
- Spell some common exception words
- Spell the days of the week
- Name the letters of the alphabet in order
- Use letter names to distinguish between alternative spellings of the same sound
- Add some prefixes and suffixes to words e.g. un-, -s, -es, -ing, -ed, -er, -est where no changes are needed in the spelling of the root word

Vocabulary:

Grapheme	Prefix
Phoneme	Suffix
Letter	Homophone
Sound	Apostrophe
Alphabet	Contractions
Consonant	Vowel

At the end of Year 2 I will be able to...

- segment spoken words into phonemes and representing these by graphemes
- spell common homophones, most common exception words and words with contracted forms
- use possessive apostrophe (singular)
- add suffixes to spell longer words

Spelling strategies I will learn...

Segmentation, identifying the tricky part of the word, Look, Say, Cover, Write, Check, rainbow write, using the working wall to find correct spellings of high frequency and common exception words and using an alphabetically-ordered word bank.

Spelling content to be taught:

Autumn term	Spring term	Summer term
<p>Revisit Phase 5 GPCs</p> <p>Homophones (see/sea, be/bee blue/blew, bear/bare, flour/flower, hear/here, whole/hole, one/won, sun/son, no/know, night/knight, to/too/two)</p> <p>Year 2 phonics</p> <ul style="list-style-type: none"> • The sound /dʒ/ spelt 'ge' and 'dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'. • The /s/ sound spelt 'c' before 'e', 'i' and 'y' • The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words <p>Common exception words /aɪ/ sound spelt 'i' in common exception words: <i>find, kind, mind, behind, child (children), wild, climb</i></p>	<p>Revisit The /l/ or /əl/ sound spelt '-le' at the end of words</p> <p>Homophones and near homophones <i>quite/quiet, night/knight, new/knew, not/knot, they're/there/their</i></p> <p>Apostrophe The possessive apostrophe (singular nouns) Apostrophe for contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>)</p> <p>Year 2 phonics</p> <ul style="list-style-type: none"> • The /aɪ/ sound spelt 'y' at the end of words The /i:/ sound spelt '-ey' • The /r/ sound spelt '-wr' at the beginning of words • The /ɒ/ sound spelt 'a' after 'w' and 'qu' The sound /ʒ/ spelt 's' <p>Common exception words <i>most, only, both, could, would, should, move, prove, improve</i></p> <p>Suffixes</p> <ul style="list-style-type: none"> • Adding endings '-ing-', '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it Adding '-ing-', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter • Adding '-es' to nouns and verbs ending in 'y' The suffixes '-ful', '-less' and '-ly' • Words ending in '-tion' 	<p>Revisit The possessive apostrophe (singular nouns)</p> <p>Homophones Revision of all homophones taught so far</p> <p>Apostrophe The possessive apostrophe (singular nouns)</p> <p>Year 2 phonics</p> <ul style="list-style-type: none"> • The /l/ or /əl/ sound spelt '-el' at the end of words • The /l/ or /əl/ sound spelt '-al' at the end of words • The /l/ or /əl/ sound spelt '-il' at the end of words (unusual spelling) • The /ɔ:/ sound spelt 'a' before 'l' and 'll' The /ɔ:/ sound spelt 'ar' after 'w' • The /ʌ/ sound spelt 'o' • The /ɜ:/ sound spelt 'or' after 'w' <p>Common exception words All Year 2 words not taught so far</p> <p>Suffixes Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y' The suffixes '-ment', '-ness',</p>